



Higher National Unit specification

General information for centres

Unit title: Communication in Gaelic: Basic Operational Reading Skills

Unit code: F7HN 33

Unit purpose: This Unit is designed to develop the skill of reading in the target language within a context related to the candidate's needs or interests. The candidate will develop the ability to understand written language of a straightforward, everyday nature.

This Unit is one in a suite of four single credit Units at SCQF level 6 designed to develop skills in the target language.

The Unit embodies the National Language Standards at SVQ level 3.

On completion of the Unit the candidate should be able to:

- 1 Read and understand documents containing language of a straightforward nature.

Credit points and level: 1 HN Credit at SCQF level 6: (8 SCQF credit points at SCQF level 6*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However, candidates should have good communication skills and an interest in gaining language skills.

These may be demonstrated by the achievement of:

- ◆ F3GB 11: Communication (SCQF level 5)
- ◆ EE3T 11: Communication (NC) (SCQF level 5)
- ◆ C115 11: English (Intermediate 2)
- ◆ other qualifications comparable to the above

Some previous knowledge of the target language at a basic level would be helpful. This could be demonstrated by achievement of:

- ◆ F1DJ 40: Communication in Gaelic: Developing Basic Reading and Writing Skills (SCQF level 5)
- ◆ C232 11: Gaelic (Learners) (Intermediate 2)

General information for centres (cont)

Core Skills: There are opportunities to develop the Core Skill of *Communication* at SCQF level 4 in this Unit, although there is no automatic certification of Core Skills or Core Skills components. Further detail is provided in the Support Notes.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

It may, however, also be taught as a stand-alone Unit in a context relating to the candidate's needs or interests.

Assessment: This Unit has two assessments each of which will require the candidate to demonstrate the skill of reading. Where ever possible, tasks should mirror real-life tasks within a context related to the candidate's needs or interests and may be linked through a common scenario if appropriate.

All assessments will be conducted under controlled and supervised conditions.

Each assessment will consist of between one and up to a maximum of four documents.

The combined word count for each assessment should be within the range 500–650 words.

The documents may be considered individually or together.

The time for each assessment should not exceed 90 minutes.

The use of dictionaries is allowed.

Assessments should be carried out towards the end of the Unit, when candidates have had the opportunity to develop skills to the required level.

Exemplar instruments of assessment and marking guidelines are produced by the SQA to indicate the national standard of achievement required at SCQF level 6.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome

Read and understand documents containing language of a straightforward nature

Knowledge and/or Skills

- ◆ Understand a wide variety of vocabulary related to needs or interests*
- ◆ Understand a range of polite forms of address, greeting and leave-taking and expressions of gratitude, regret, apology, annoyance
- ◆ Understand some less commonly-used, technical terms relevant to the area of need or interest
- ◆ Understand numerical data
- ◆ Understand a range of structures using the infinitive (or other basic verb root) form, where appropriate to the language
- ◆ Understand the present, past, future and conditional aspects, where appropriate to the language
- ◆ Understand commonly-used sentence structures in their positive, negative, imperative and interrogative form
- ◆ Understand a range of complex sentence combinations, of which some are rehearsed models
- ◆ Understand a wide range of linking language, eg ‘although’, ‘provided that ...’
- ◆ Understand alternative terms and structures which modify register for different audiences and contexts
- ◆ Use reference sources (eg glossaries, dictionaries) to clarify and confirm meaning as necessary*

Evidence Requirements

The candidate must meet all of the minimum Evidence Requirements for the Outcome in order to pass the Unit.

There will be two reading assessments.

Each assessment will consist of between one and up to a maximum of four documents.

The total word count for each assessment should be within the range 500-650 words.

The documents may be considered individually or together.

The time for each assessment should not exceed 90 minutes

The use of dictionaries is allowed.

Higher National Unit specification: statement of standards (cont)

Unit title: Communication in Gaelic Basic Operational Reading Skills

The assessments will be conducted under controlled and supervised conditions.

Understanding may be presented in any suitable way, eg written, oral, or signed.

The candidate must demonstrate his/her ability, when dealing with a folio of written documents which form one overall reading assessment task, to:

- ◆ identify the main content and theme from a piece of text in the target language
- ◆ identify specific relevant details
- ◆ understand varied text in a range of contexts related to needs or interests

Evidence for the Knowledge and/or Skills in this Outcome will be provided by two assessments that sample across the Knowledge and/or Skills.

The assessment instruments chosen for summative assessment purposes must cover a sufficient sample of knowledge and/or skills for an assessor to infer that candidates are competent in the Outcome.

Items of knowledge and/or skills that must be assessed on every assessment occasion are identified with an asterisk (*) in the 'Knowledge and/or skills' section of this Outcome as above.

For the purposes of re-assessment a different instrument of assessment/folio of texts should be chosen. In the case where a candidate fails on any individual text document, the re-assessment instrument may be a different single text document of a comparable nature/content and level of difficulty. A different sample should be chosen on each re-assessment occasion.

Performance overview

The candidate must be able to handle a range of materials in a variety of formats and registers. The candidate should be able to scan texts for required details and bring together information, ideas and opinions in order to understand their overall meaning.

With the help of a dictionary, the candidate obtains factual information with a satisfactory level of detail and accuracy from text of some complexity likely to be encountered in various contexts related to the candidate's needs or interests.

The candidate extracts and understands essential information from text which contains a number of major and subsidiary points, including the expression of points of view.

The candidate understands a satisfactory proportion of the points of detail and some of the opinions/ideas expressed.

The candidate may understand text of some complexity, only partially.

Higher National Unit specification: statement of standards (cont)

Unit title: Communication in Gaelic Basic Operational Reading Skills

Assessment guidelines

There should be different types of text used for each assessment task.

Assessment example 1

Candidates will be asked to read a continuous piece of text written in the target language on topics related to their needs or interests.

Assessment example 2

Candidates will be asked to read a folio of between one and four documents written in the target language and relating to their needs or interests. Documents could include, for example:

- ◆ an advertisement or other promotional material
- ◆ an article or extract/s from an article
- ◆ an extract/extracts from a brochure, booklet, manual
- ◆ an extract/extracts from a web page or similar
- ◆ a report or an extract from a report
- ◆ a formal letter
- ◆ an e-mail, fax or similar written text message
- ◆ a sign or notice

Candidates could demonstrate their comprehension by one of the following methods:

- ◆ a short summary in English giving both the main theme or themes and some specific detail of each document as required
- ◆ in the case of one of the documents, to provide detailed information in English, including translation of part of its content
- ◆ answers in English to a series of questions relating to the main themes and some specific content of each of the texts

Administrative Information

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Unit title:	Communication in Gaelic: Basic Operational Reading Skills
Superclass category:	FK
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Version	Description of change	Date

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Higher National Unit specification: support notes

Unit title: Communication in Gaelic: Basic Operational Reading Skills

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is likely to form part of a number of Group Awards where it is recognised that knowledge of the target language will either be a necessary or a beneficial skill for candidates. It may, however, also be taught as a stand-alone Unit.

It is one of a suite of four single credit Units at SCQF level 6.

If it is taught as part of a Group Award, it is recommended that it should be taught within the subject area/context of the Group Award to which it contributes. As a free-standing Unit, it should be taught and assessed within any context related to the candidate's needs or interests.

The Unit has also been devised to allow for the progression and development of language skills at higher levels.

Content

The principle content of the Unit should be:

- ◆ reading information related to the field of need or interest of the candidate
- ◆ reading information as it relates to any context (personal background details, details of place of residence, interests, skills, study details, work details)
- ◆ reading transactional contexts relating to the candidate's area of need or interest (eg details of place of work and sector, obtaining and providing information on goods and services, travel arrangements, directions, areas of information and interests)

Context

The Unit can be approached from the standpoint of a person who wishes or is required to read and understand the target language in a variety of contexts related to needs or interests.

This Unit embeds the National Language Standards (revised 2005) for SVQ level 3 as published by CILT, the National Centre for Languages, 3rd floor, 111 Westminster Bridge Road, London SE1 7HR. The Unit is also benchmarked against a Higher pass at grade C.

Guidance on the delivery and assessment of this Unit

The Unit can be approached from the standpoint of a person who requires to read in the target language for whatever purpose, personal, social or vocational.

Methods of communication could include: letters, e mails, promotional materials, articles, booklets, reports, web pages, signs, and notices.

Higher National Unit specification: support notes

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Although the Unit is expressed in generic terms, where possible assessment tasks should be related to a context that is familiar to the candidate and related to his/her needs or interests. This might involve a wide range of situations that a candidate will be required to deal with generally in society, such as some forms of routine and predictable written documentation or correspondence. These may occur in formal or semi-formal contexts.

Assessment tasks should involve the kind of written materials that a candidate will routinely be required to deal with in the context of his/her own needs or interests.

The Outcome refers to the single skill of reading but it is assumed that tutors will teach skills in an integrative manner.

An opportunity for re-assessment should be given where a candidate does not achieve a Pass.

Opportunities for developing Core Skills

There are opportunities to develop Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

This Unit goes some way towards meeting of the demands of *Communication* (Reading) at SCQF level 4.

Open learning

This Unit could be delivered by distance learning provided suitable assessment arrangements can be agreed for controlled and supervised assessment conditions.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

General information for candidates

Unit title: Communication in Gaelic: Basic Operational Reading Skills

This Unit is designed to equip you with the ability to deal with a number of commonly arising situations that involve reading in another language. It is primarily intended for those who want to develop skills in the target language to meet their own needs or interests.

The Unit may be studied as part of a Group Award, eg PDA, HNC, HND or as a stand-alone Unit. It is also a means to prepare for and proceed to further study.

You will develop all the skills necessary to function in the target language at this level, including intercultural competence. You will also increase your knowledge and understanding of the essential structures of the language you are studying. The language tasks will be practical and related to a context of need or interest to you. You will be encouraged to work with other candidates. There will also be a requirement for private study. Your tutor will guide you on this.

In order to complete this Unit successfully, you will be required to complete a range of tasks in which you will demonstrate that you can use some of the basic structures of the language. You must achieve a satisfactory level of performance in two assessments which test the skill of reading. These will be conducted under controlled and supervised conditions.

Each assessment will comprise between one or up to four written documents such as:

- ◆ an advertisement or other promotional material
- ◆ an article or extract/s from an article
- ◆ an extract/extracts from a brochure, booklet, manual
- ◆ an extract/extracts from a web page or similar
- ◆ a report or an extract from a report
- ◆ a formal letter
- ◆ an e-mail, fax or similar written text message
- ◆ a sign or notice

The total word count for each assessment will be within the range 500–650 words. You may be asked to produce a short summary of what the text is about in English or answer questions in English on the text. In one case you may be asked to read the text in detail and give detailed information/a detailed summary in English of the text, possibly including translation of some part of the text. You will be allowed to use a dictionary. Adequate time, up to 90 minutes for each of the assessment task, will be given for you to complete each assessment.

Assessments for the Unit will be tailored to take account of your needs or interests.

If you do not achieve a Pass in any of the assessment tasks there will be an opportunity to be re-assessed.